Sydney Secondary College Balmain Campus

2019 Annual Report

Sydney Secondary College Balmain

8484

Introduction

The Annual Report for 2019 is provided to the community of Sydney Secondary College Balmain Campus as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

Sydney Secondary College provides an outstanding educational experience for our students. Bringing together three school, each with their own identity, to create a shared culture of learning and high expectations, ensures we provide innovative and diverse opportunities for each of our students. The strength we gain from working in partnership across these three campuses allows us to offer a quality education for our passionate, engaged and motivated young people. Our focus on offering a diverse curriculum, supportive student wellbeing programs and extensive extracurricular activities ensures we are putting our college motto, 'Quality, Opportunity and Diversity', into practice.

Julianne Beek, A/Sydney Secondary College Principal

Sydney Secondary College Balmain Campus is a proud member of the Sydney Secondary College community. Our staff provide enriching opportunities for students, both within and outside the classroom, to help develop student talents and interests. Utilising the middle school model developed last year gave us a framework for the creation of a whole school integrated approach to student wellbeing. This also allowed us to build strong community links that gave students access to real world opportunities that supported their learning, engagement, and leadership aspirations. Through our middle school model we created opportunities for increased parental involvement in school activities to further support student learning and engagement. I am proud of the achievements made in 2019 and am excited about the possibilities that 2020 will present.

Louise Swanson, R/Principal Sydney Secondary College Balmain Campus

Message from the school community

The P&C is all about supporting our school and its leadership to ultimately improve the experiences of out students. Sometimes this is through financial contributions but it is also often in kind through the resources and expertise of our extensive network of parents and carers. The ongoing project to renovate the Terry St front school entrance being a case in point. This started in 2018 with the successful P&C application for a NSW State Community Building Partnership Grant and has been followed in 2019 with a tenacious group of parents pooling together their skills and contacts to initially conceive and then deliver a pro–bono architect designed set of drawings for implementation with follow–up suppliers' quotes. Final construction is due in 2020. 2019 saw us start the year with the Year 7 Parents' Welcome which was followed by a hugely successful and sold–out P&C Trivia night in the library! Funds were provided for the newly created maker space, the ongoing refurbishment of the library, external seating, as well as many of the regular school activities that the P&C funds like Breakfast Club, Duke of Edinburgh Program, and School Gold Award excursions. P&C also provided a very well received thank you lunch for teachers one day during Term 4 using a local caterer. Looking forward to setting up our next significant project in 2020.

Richard Hinchliffe, P&C President

Message from the students

2019 was yet another exciting and fascinating year at Balmain Campus. We were the first set of 8 school leaders, which led us to develop and embark on a different journey as we learnt to share our ideas and negotiate on different school issues. We first tackled the rubbish problem that we had been facing at school, researching the types of bins that would be the most effective, thus, installing them in various areas around the school. We also wanted to focus on wellbeing in school. We wanted to use Wellbeing Wednesday to implement a buddy system for Year 7 students so they have an easier transition into high school life. But also to have a familiar face that they could come and talk to. These two were the legacy that we left at Balmain. As well as these two major projects, we assisted in the Peninsula Engagement Program, ran many barbeques, ran a mufti day raising money for our farmers in need, ran a fun day for Year 7 students at the end of term which was fun for all and had an amazing experience while doing it.

In our school, we also had our Memorial Garden set up and had the opportunity to use it for our first Remembrance Day ceremony that we commemorated with Birchgrove Public School. Grease, the Musical lit up our stage with amazing actors from our talented students. We had yet another successful year in the academic and sporting fields. Overall, 2019 was an amazing year at Balmain and through these activities displayed our diversity and amazing school community. We wish everyone the very best for the coming years and congratulations to the new school leaders.

2019 School leaders – Asha Angus, Lucy Austen–Paine, Rowan Davis, Jonathon Dimitropoulos, I Made Gai Gayatra, Travis Irwin, Crystal Lin and Lucia White.

School background

Sydney Secondary College Balmain Campus will challenge all students to achieve excellence as adaptable life–long learners prepared for a dynamic 21st century work environment. Engaging with a differentiated and rigorous curriculum our students will become global citizens who are resilient, responsible and independent. In partnership with parents and the community, our highly motivated and professional staff will encourage each student to achieve their full potential as effective communicators, creative thinkers and problem solvers. This will occur in a structured and caring environment, based on mutual respect and collaboration.

School context

Sydney Secondary College Balmain Campus is a vibrant and inclusive multi–campus setting in the inner city, comprising of two Year 7 – 10 campuses (Leichhardt and Balmain) and one Year 11 – 12 campus (Blackwattle Bay).

Sydney Secondary College Balmain Campus is located on the harbour at Rozelle and has a current enrolment of 790 students. The school is a culturally diverse middle school with selective, comprehensive (including enrichment and special programs) and special education streams.

All students are encouraged to achieve their personal best in an environment that provides academic challenges and artistic, cultural and sporting opportunities. Strong parental and community partnerships are a feature of the school.

The school has a commitment to middle school initiatives that enhance and improve educational outcomes with a focus on social and cultural literacy.

Self-assessment and school achievement

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

The School Excellence Framework has three domains, Learning, Teaching and Leading. Following a rigorous self assessment, the following features indicate areas of strength and areas for focus for Balmain Campus in 2020.

Learning – In the areas of Learning Culture, Wellbeing and Assessment, Sydney Secondary College Balmain Campus has evidence to demonstrate that the school is moving from Sustaining and Growing to Excelling, particularly in the areas of high expectations, transitions and continuity of learning, caring for students, a planned approach to wellbeing and whole school monitoring of student learning. It is expected that, due to areas of focus for milestones in 2020, the school will consolidate Excelling in these areas and ensure Sustaining and Growing in all other areas of the Learning domain.

Teaching – In the area of Learning and Development and Effective Classroom Practice, the school has evidence to demonstrate that the school is Excelling in terms of expertise and innovation, lesson planning and classroom management. The school has demonstrated that it is working at Sustaining and Growing in all other areas except Delivering in data used in teaching. The milestones established for 2020 will ensure that the data use by teachers will move into the Sustaining and Growing category as teachers engage in further data analysis at the campus and across the college.

Leading – As with 2018, all themes are at Sustaining and Growing, with a number of themes moving into the Excelling category. These include: high expectations culture, community engagement, school planning, annual reporting, staff deployment, facilities management, community use of facilities, financial management, service delivery and community satisfaction. It is believed that with the focus of school plan implementation in 2020, these areas will all be represented in the Excelling category in the 2020 analysis.

Strategic Direction 1

Excellence in Learning

Purpose

Our students will be engaged learners who develop strong content knowledge and skills in literacy and numeracy. They will be creative, critical thinkers and adaptable, collaborative lifelong learners. Our students will be empowered to learn, connect, succeed, thrive and be empathetic and resilient individuals capable of demonstrating, communicating and reflecting on their learning.

Improvement Measures

Increased proportion of students performing in the top two bands in literacy and numeracy in NAPLAN.

Increased proportion of students demonstrating and being recognised for self–regulation.

Increased proportion of students involved in school wide activities.

Increased proportion of students completing assessment tasks in the high achievement range.

Progress towards achieving improvement measures

Process 1: **Assessment:** Consistent implementation and development of best practice with regard to student assessment, reporting and feedback.

Evaluation	Funds Expended (Resources)
Teachers reflect on assessment practices in conjunction with the Balmain Middle School model and implement changes to enhance learning, feedback, and assessment: • Cross Curriculum Assessments were completed by Year 7 students. This reduction in formal assessment tasks supported students in their transition to high school. Supporting scaffolding and extensive consultation occurred with staff in the completion and marking of the tasks. • Learning and support team provided additional support to students around the completion of assessment tasks, particularly focused on Year 7 students. • The formation of an assessment team was established. The team completed a literature review around assessment. • The focus of the Executive Conference was on assessment, a review of cross curriculum assessments, and recommendations from the literature review. • A compilation of all data and resources was gathered to support the development of an assessment model. • Focus groups were run with parents, students and staff about assessment needs. • All information gathered was used to develop a model/plan for assessment for 2020. • The model was used to develop assessment schedules for 2020. **Improvement Measure:** Increased proportion of students completing assessment tasks in the high achievement range. • Significant increase in the percentage of Year 7 students completing assessment tasks in Term 1. • Planning undertaken to reduce from four to three formal assessment tasks per course for 2020 school year and the introduction of a class component mark for all courses for 2020. • Improved performance by Year 7 students on semester 1 reports from previous years' results as highlighted through the number of A–B grades awarded.	Professional Learning Funds $15,000. RAM Equity Funds $5,000. Integration Support Funding $5,000. Support provided through the 1.0 FTE allocation of Learning and Support Teacher (LaST).

Process 2: **Literacy and Numeracy:** Data and research is embedded into practice to bring about ongoing improvements in student literacy and numeracy performance.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
Teachers reflect on literacy and numeracy performance data and evaluate the teaching and learning strategies to improve student performance by: • Teachers utilised Scout data to identify areas for development in literacy and numeracy and to develop strategies to increase student performance in the top two bands of NAPLAN. • All students in Year 7 completed a reading assessment to provide student reading age and reading level. The results of the assessment were shared with all Year 7 teachers so that targeted support was provided throughout the year. • Implementation of a reading program that supports student reading development for all reading levels. • Targeted withdrawal/reading sessions with Year 7 students most at need as identified by the LaST and Librarian. • Year 10 completed online literacy and numeracy tests/practice tests and provide remediation where needed as provided by the LaST / EAL/D teacher, English and Mathematics teachers. **Improvement Measure:** Increased proportion of student performing in the top two bands in literacy and numeracy in NAPLAN. • An increase of 63% in the number of books borrowed by students from 2018 to 2019. • 94% of students completed all sections of the NSW minimum standards requirement by the end of Year 10.	Professional Learning Funds $5,000 Integration Support Funding $20,000. RAM Equity Funding $10,000. Support provided through 1.0 FTE allocation ofLearning and Support Teacher (LaST). Casual Relief provided to teachers to implement Literacy & Numeracy Minimum Standards Assessment $15,600 ($13,000 provided as additional grant by NSW Department of Education).

Process 3: **Middle Schooling and Future Focused Pedagogy:** The school develops a middle schooling / future focused teaching and learning approach that includes the development of innovative learning spaces that support authentic, individualised learning where all students within the school are challenged through differentiation and high expectations.

Evaluation	Funds Expended (Resources)
In 2019, the school continued its development of middle schooling / future focused teaching and learning approach that includes the development of innovative learning spaces that support authentic, individualised learning where all students within the school are challenged through differentiation and high expectations. • We utilised the Balmain Middle schooling model as the focus of student, staff and community focus groups surveys or communications throughout the year. • Reference to the model was made during the Executive Conference with regard to reviews of the cross curricular assessment task and revision of assessment practices at Balmain. • Year 7 students were surveyed regarding their transition to high school in regards to teacher responsiveness and differentiation. **Improvement Measure:** Increased proportion of students demonstrating and being recognised for self–regulation and involved in school wide activities. • 89% of Year 7 students agreed that teachers were able to differentiate content to better help student understanding. • 100% of year 8 students participated in voice and choice activities for their elective options for 2020. • There was a significant reduction in the number of students requesting a change of elective course at the beginning of Year 10. They were the first group of students to have the opportunity to participate in voice and choice activities when they were in Year 8.	Professional Learning Funds $25,000 Integration Support Funding $10,000. RAM Equity Funding $50,000. Support provided through 1.0 FTE allocation ofLearning and Support Teacher (LaST). Casual Relief provided to teachers to implement voice and choice activities. Teacher goodwill and commitment in providing additional activities and programs.

Process 4: **Student Wellbeing:** Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Implementation and first phase of review of the whole school integrated approach to wellbeing including:	Professional Learning Funds $10,000

Progress towards achieving improvement measures

• Analysis undertaken into a selection of teacher Sentral wellbeing comments regarding PBL language at the end of all four terms this year.
• Conducted a Year 7 Student survey regarding resilience, coping, and transition to high school to gather baseline data about student responses to these wellbeing issues.
• All year advisers reviewed data at the end of Semester 1 analysing the recurring issues taking place in the school with regard to wellbeing. The data analysis was used to inform our planning for our Wellbeing Wednesday lessons for Semester 2.
• The data from the review by the wellbeing team was shared in faculty meetings to highlight to staff identified wellbeing issues.
• Prior to the delivery of the Wellbeing lessons in Semester 2 a whole staff training of wellbeing resources was conducted.
• Review undertake of the work that external providers provided to students in the school at the end of Semester 1.

Improvement Measure: Increased proportion of students demonstrating and being recognised for self–regulation.
• There was a 7.5% increase in students attending Gold Award excursions from 2018. This increase is notable because there was a prior significant increase from 2017 to 2018 (72%). We now need to plan for stage 4 and stage 5 excursions for 2020 due to the number of students who qualify and the increase in Year 10 student involvement.
• 82% of Year 7 students felt they had a positive peer group and positive interactions with teachers in the school
• 92.4% of Year 7 students agreed that they were proud of their school. This positive perception helped them to contribute to their school community.
• There was an increase of 131% of positive referrals written by teachers about student engagement and effort this year.

Integration Support Funding $5,000.

RAM Equity Funding $10,000.

Support provided through 1.0 FTE allocation ofLearning and Support Teacher (LaST) and School Learning Support Officers (SLSOs).

Casual Relief provided to teachers to design and implement wellbeing programs.

Strategic Direction 2

Excellence in Teaching

Purpose

Staff will ensure an on–going Sydney Secondary College culture of high expectations. This will be based on evidence based practices and evaluation, continuous professional learning, accreditation support, innovative practice and the development of collaborative learning communities.

Improvement Measures

Staff satisfaction feedback regarding professional learning and support for staff professional practice.

Increased confidence and engagement in analysis of data and sharing teaching practice through observations and professional learning.

Teacher and student surveys demonstrate improvement in student engagement and achievement through the implementation of learning strategies developed through professional learning.

School processes and procedures reflect department and NESA requirements.

Progress towards achieving improvement measures

Process 1: **Professional Learning Culture:** Develop a professional learning plan that supports staff professional practice and engagement with learning through collegial learning initiatives, sharing exemplary practice and quality feedback to support student learning.

Evaluation	Funds Expended (Resources)
Teacher professional practice has been supported by: • Survey of teacher professional skills undertaken to gather the knowledge of staff and their future needs. • Professional development conducted with all staff regarding Performance and Development Plans (PDPs) & their professional learning plans to support their engagement in the PDP process. • The school milestoning documentation was utilised to support the teams to identify and analyse data to establish areas of need within the school. This allowed the teams to set goals for the year in line with the school plan. • Throughout Semester 1 the teams collaboratively conducted research into effective strategies and models to address the goals of the team. • There was a program of faculty sharing of the professional learning undertaken by each Key Learning Area once per term at executive meetings. • At the end of every term the school wide teams presented progress towards achievement of goals at staff meetings. • Throughout Semester 2 the teams collaboratively implemented strategies and continued to collect data, analyse and revise as necessary. **Improvement Measure:** Staff satisfaction feedback regarding professional learning and support for staff professional practice. • The same number of staff undertook professional learning throughout the year. There was a significant increase in the sharing of that professional learning with the rest of the staff. • In 2019 the teachers at Sydney Secondary College Balmain Campus participated in more than 856.06 hours of Professional Learning.	Professional Learning Funds $55,000 Support provided through 1.0 FTE allocation ofLearning and Support Teacher (LaST). Casual Relief provided to teachers to attend professional learning events and activities including the observation of lessons.

Process 2: **Culture of Improvement:** Whole school implementation of a program of observations to build teacher capacity implemented through the performance and development process. This is focused on strategies to improve student learning outcomes.

Evaluation	Funds Expended (Resources)
The Balmian observation model was reviewed and plans to incorporate it into school wide lesson observations for 2020. It was extended through:	Professional Learning Funds $10,000.

Progress towards achieving improvement measures	
• The observation team presented the model to staff at the beginning of the year. • The model was uploaded into Sentral to allow staff to familiarise themselves and begin working with the model as a part of their professional development. • The team devised a plan for teachers interested in utlising the observation model to enhance their teaching practice for term 2, 3, and 4. • Staff volunteered to be observed and to do observations using the model. **Improvement Measure:** School process and procedures reflect department and NESA requirements: • Increased reflection of staff teaching practice through the use of the model and the feedback back through observation. • This process supported staff in clarifying areas for professional development and the importance of peer and self–reflection as part of the learning process; for their professional development and for their students in the classroom. • As a part of the PDP process 100% of teachers engaged in the lesson observations.	RAM Equity Funding $5,000.

Process 3:   Data Analysis: Build staff capacity to understand and utilise data to bring about student improvement.

Evaluation	Funds Expended (Resources)
Staff demonstrate skills in analysing student data and using it to inform teaching and learning through: • The Executive reviewed Scout data and 2018 performance measures and used it to inform goals and milestones for areas of improvement for 2019. • There was a focus on the professional development of the Executive team on formative and summative assessment and feedback based on existing practices. This built on the information gained from Scout and a reflection of practices across the school. • An assessment tuning process was developed and utilised to review existing assessment task types, highlighting the required skills, sequencing, and ICT abilities required of students to complete their work. • We collected a range of assessment tasks from all faculties across the school and Stage 3 assessment tasks from several partner primary schools to analyse the sequencing of learning around technology skills and school expectations. • All staff participated in the analysis and use of Scout data around their Stage 4 classes to better understand the learning needs of their students and how to better utilise Scout to support teaching and learning. • Year 8 students participated in focus groups and were surveyed to gather information about their choice in selecting an elective. They were also given an opportunity to put forward their voice in regards to the type of activities and learning that could take place in their elective. • Student voice & choice data was analysed and utilised by teachers of the elective classes in 2020. This allowed students' voices to be heard in the programming of their elective courses. • Data was gathered around student completion of assessment tasks and attainment on assessment tasks across Years 7– 10. **Improvement measure:** Teacher and student surveys demonstrate improvement in student engagement and achievement through the implementation of learning strategies developed through professional learning. • An increased percentage of Year 8 students understood course expectations with regards to their elective choices and were better able to articulate when and why they wanted to make changes to their choices. • An increase in formative assessment was utilised across the school to check for student understanding, gaps in learning and to extend course content and skill development.	Professional Learning Funds $5,000.

Strategic Direction 3

Excellence in Leading

Purpose

Our College will have systems, structures and processes that underpin on–going improvement. We will build the capacity of all teachers to be instructional leaders who support a culture of high expectations and community engagement. Our parents and broader community will be actively and strategically engaged in our provision of quality learning opportunities and experiences that support our strategic vision.

Improvement Measures

Teacher performance and development plans reflect teacher need and positively contribute to continual improvement of practice.

Increased proportion of students involved in leadership and community learning opportunities.

Surveys indicate an increase in parental, student and staff satisfaction with school activities.

Increased proportion of staff indicating interest in higher levels of accreditation.

Staff feedback regarding professional learning opportunities and culture.

Progress towards achieving improvement measures

Process 1: **Staff Leadership:** The school implements strategies to actively strengthen staff leadership to sustain a culture of effective, evidence–based teaching, engagement and ongoing improvement. A strong professional learning culture supports the implementation of strategies to promote teacher engagement in the process of higher levels of accreditation.

Evaluation	Funds Expended (Resources)
Teachers are supported in maintenance of accreditation, gaining accreditation at proficient and higher levels of accreditation through: • Whole school team term–by–term and annual report of progress towards school goals. • Whole school teams maintain representation across faculties to give teachers opportunities to contribute to the implementation of the school plan and be supported in working towards maintaining accreditation. • Mentors were established for those working towards proficiency and those seeking higher levels of accreditation were supported by the college team. • All staff leading a team participated in professional development around leadership of a team; including data analysis and linking team goals to professional standards and the school plan. • Executive staff were taken through professional learning around maintenance of accreditation. Executive staff in turn ran professional learning sessions with their faculties in the maintenance of accreditation. • MyPL courses were registered for key professional learning including identifying standards that the learning was focused on. Staff were supported and encouraged to self–identify hours towards the maintenance of their accreditation. • Balmain teaching staff were given the opportunity to present and lead professional learning at the College Combined School Development Day. • Executive were led through activities to reflect on the role of Head Teachers and develop a plan of supporting professional learning for their staff. • Support for teaching staff interested in a higher level of accreditation in 2020. **Improvement Measure:** Increased proportion of staff indicating interest in higher levels of accreditation. Staff feedback regarding professional learning opportunities and culture. • There were six members of teaching staff interested and working towards higher levels of accreditation in 2019. This is an increase from the previous	Professional Learning Funds $5,000 Funding provided for individual staff members to support Lead Teacher development $7,780.

Progress towards achieving improvement measures	
year. • An increased number of teaching staff from all facilities participated and presented professional learning activities in staff meetings throughout the year. • An increased number of teaching staff were involved in college higher levels of accreditation professional learning.	

Process 2: Student Leadership: The school implements strategies to actively strengthen student leadership at all levels to sustain a culture of effective, evidence–based engagement and ongoing student voice and improvement.

Evaluation	Funds Expended (Resources)
The school implements strategies to actively strengthen student leadership opportunities by: • Continued engagement with local primary schools to increase connection with Balmain Campus. This has given students at Balmain the opportunity to display work and support learning in the local primary schools, developing their leadership capabilities. • Implemented plans for increasing student leadership opportunities by utilising parent partnerships data gathered from our parent survey. • Conducted three student focus groups to gain student voice in our review of assessment practices. • Workshops with students and staff around ways to enhance student voice and leadership. • Ongoing meetings between principal and student leadership team to build capacity and to work in partnership with the leadership team. • Increased the size of the school leadership team to give more students the opportunity for leadership positions and to share the responsibility across a larger group of students, developing leadership skills such as communication, collaboration and negotiation. • Student sports leaders designed a program to increase student engagement in lunch time activities. As they designed the program and ran the program with teacher assistance they were given the opportunity to develop their leadership skills. **Improvement measure:** Increased student participation and satisfaction with school initiatives and activities. • The team of student leaders was doubled in size for the 2019 school year from four to eight students. • Increased opportunities for students to participate in local primary school learning opportunities.	RAM Equity Funding $2,000. Casual Relief provided to teachers to implement student leadership programs from school global funding.

Process 3: Parents as Partners: Strategies are implemented to create opportunities for parents to be partners in learning, leading to increased parental involvement in school activities and events to support student learning and engagement.

Evaluation	Funds Expended (Resources)
Increased parental participation and satisfaction with school initiatives and activities as demonstrated by: • Year 7 parent welcome evening in partnership with P&C was held at the beginning of the year. • There was an increase in the information sharing with the community through school newsletters, social media and partnerships with primary schools. • There was a review conducted of Sentral parent portal use and its effectiveness. • Parent survey conducted about topics they would like further information on and different ways that they would be interested in being involved in the school. • Parent information sessions and forums regarding subject selection for Year 8 students. This session highlighted and explained the processes and various ways we were working to bring the student voice into the process.	Staff goodwill and commitment.

Progress towards achieving improvement measures	
• Conducted assessment and reporting parent focus groups to gather parent perspectives on our review of assessment practices. • Developed a plan for implementation in 2020 regarding parent information and communication review conducted in 2019. **Implementation Measure:** Surveys indicate an increase in parental, student and staff satisfaction with school activities. • Two focus groups found parents concerns around assessment aligned closely with the Balmain Middle School model. Future focused and real world learning that catered for a wide variety of student abilities. • Increased parent participation at the monthly P and C meetings.	

Process 4:   **Enhanced Community Links:** Support the learning, engagement, leadership and aspirations of our students through the development of a partnership strategy to engage the broader community of businesses, tertiary providers, community groups and local schools in the learning initiatives of the school.

Evaluation	Funds Expended (Resources)
Students are involved in a range of leadership and participation activities through community partnerships as demonstrated below: • Continue to develop enhanced connections with our local Primary Schools & local community to seek real world learning opportunities for our students. • Undertook an audit of current primary school & community leadership opportunities for students. • Conducted a survey on current leadership opportunities for students through extracurricular opportunities and compiled this list for future reference and to highlight areas that can be further developed. • Instigated and supported the publication of combined peninsula newsletter across local peninsula schools. • Investigate & implement community partnerships to provide student leadership opportunities. • Provided focused professional learning for staff around enhancing student voice and leadership. • Undertook to implement a memorandum of understanding with UTS to increase learning opportunities for our students. This built on the success of our year 10 iSTEM using a learning space at UTS each week for class. **Improvement Measure:** Increased proportion of students involved in leadership and community learning opportunities • Doubled the number of students involved in iSTEM. • Increased the number of opportunities for students to visit and support learning in our local partner primary schools.	Professional Learning Funds $2,000. RAM Equity Funds $3,000. Casual Relief provided to teachers to implement leadership programs for our students in local primary schools and community organisations.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM Equity Aboriginal Background Funding $18,381.	In 2019, the Aboriginal student mentoring program continued, with each student and family formulating an individual Personalised Learning Pathway (PLP) with their mentor teacher, a member of the Aboriginal Education Team. This has encouraged increased communication and connection between families and the school. Attendance at the evening was an increase on previous years. Teaching staff continued to implement 8 Ways of Learning strategies in teaching and learning programs. Funding was utilised to employ two Aboriginal Student Learning Support Officers to assist students with literacy and numeracy development. This has supported student attendance and academic progress, building confidence and resilience as well as providing positive role models for students. Cultural programs continued with an increasing focus on mentoring and establishing genuine pathways to the senior campus and university post school. Students indicated they were more confident visiting the senior campus and had aspirations for further study following HSC completion.
English language proficiency	RAM Equity EAL/D Funding $34,080. EAL/D support provided through the employment of 1.4 EAL/D Teachers.	In 2019, 21% of the school population was supported through 1.4 EAL/D teachers and funding provided to the school. Parallel English classes of approximately 10–15 students were established at the Emerging to Developing levels for Years 7–10. Parallel HSIE classes for ESL students in Years 9 and 10 were also developed to further target writing development. Team teaching also occurred in Science for two Year 7 and two Year 8 classes who had the highest number of EAL/D need. Course work, homework and assessment task support was provided by our EAL/D staff during the school day. Year 9 and 10 (who needed to meet band 8) were given additional focus in 2019. This assisted students to meet the HSC Minimum Literacy and Numeracy requirements.
Low level adjustment for disability	RAM Equity Low Level Adjustment for Disability funding $72,943. Support provided through 1.0 FTE allocation of Learning and Support Teacher (LaST).	Funding was utilised to employ School Learning Support Officers (SLSOs) and 1.0 LaST allocation, divided between two teachers. This enabled the Learning Support Team to allocate both in class and individual support for students requiring assistance with literacy, numeracy and general learning skill development. This enabled all identified students to confidently submit assessment tasks with an increasing number being submitted on time. All teachers who requested support were provided assistance to modify assessment tasks and course work. All students who were identified through the Nationally Consistent Collection of Data (NCCD) had Individualised Learning Plans (ILPs) written in consultation with staff, students and parents. School Learning Support Officers (SLSOs), provided in class and withdrawal support, particularly in support

Low level adjustment for disability	RAM Equity Low Level Adjustment for Disability funding $72,943. Support provided through 1.0 FTE allocation of Learning and Support Teacher (LaST).	of the Year 7 reading program. This program provides targeted support for student reading development and has indicated initial improvement in both student engagement and also improvement in student reading age and comprehension.
Socio–economic background	RAM Equity Low Socio–Economic Background Funding $28,453.	Financial assistance was provided to families throughout 2019 to enable students to access classroom and extra curricular activities as well as uniform and learning supplies. Funding was utilised in the employment of SLSOs to support student learning in the classroom and the implementation of PLPs and ILPs in classroom support. Funds were also utilised to enhance technology and enhance learning spaces for all students.
Support for beginning teachers	Beginning Teacher Support Funding $43,460.	Funding was utilised to reduce the teaching allocation of teachers within their first two years of teaching. A beginning teacher mentor was released from face to face teaching to support beginning teachers around their teaching practice, requirements of accreditation and the successful implementation of Positive Behaviour for Learning. This included one–on–one mentoring sessions and lesson observations. Funding was also provided to release beginning teachers to attend professional learning to support their development as teachers. This included subject specific knowledge development. Teachers reported that the support provided enhanced their teaching practice and confidence in the classroom and with school processes.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	487	485	468	478
Girls	312	300	290	325

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	94.9	92.9	92.4	93.6
8	92.1	91.5	91	87.6
9	91.7	89	89.4	90
10	90	90.1	85.9	85.7
All Years	92.2	90.9	89.7	89.2
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
All Years	90	89.9	88.7	88.2

Student enrolment profile and attendance management strategies:

The total student enrolment in 2019 was 803 students, with 325 girls and 478 boys. The increase in overall student numbers this year is due to a continuation of reducing non–local student enrolments and increasing enrolments from those within our local community.

At Sydney Secondary College Balmain Campus, student attendance continues to be above state average. In 2019, the attendance rate for all students was 89.2% which reflects a high level of student engagement at the school. To support attendance, high expectations regarding attendance are raised at year meetings and at assemblies, attendance information is conveyed to families through the school's newsletter, text messages are sent home regarding absences and requests for appropriate documentation for student absences are discussed and requested from parents. Regular meetings involving the Head Teacher Wellbeing, Year Advisor and Deputy Principal has allowed targeted support to be provided to students with identified attendance issues. Strategies have also been implemented to encourage student attendance which include wellbeing team intervention through counselling, attendance cards, parental and Home School Liaison Officer (HSLO) involvement. Attendance is also recognised at the school with students who have 100% attendance being acknowledged at the Sydney Secondary College Balmain Campus recognition assemblies.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non–attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	N/A	N/A
Employment	1.12	N/A	N/A
TAFE entry	2.81	N/A	N/A
University Entry	0	N/A	N/A
Other	0.56	N/A	N/A
Unknown	3.37	N/A	N/A

As Sydney Secondary College Balmain Campus is a junior campus of Sydney Secondary College, it does not hold the data on Year 11 and 12 post school destinations. This information can be observed in the Sydney Secondary College Blackwattle Bay Campus Annual School Report.

92.14% of Sydney Secondary College Balmain Campus Year 10 students continue their secondary school education after completing Year 10 studies at Balmain, with 84.14% continuing their learning at Sydney Secondary College Blackwattle Bay Campus. The 0.56% listed as other have continued their education in an alternative educational setting. A small percentage, 2.81% of students move to TAFE once they complete their Record of School Achievement (RoSA) in Year 10.

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Sydney Secondary College Balmain Campus undertook vocational education and training in 2019.

The statement included above is auto filled. As Sydney Secondary College Balmain Campus is a junior campus (Years 7–10) of Sydney Secondary College, it does not currently hold the data on Year 12 vocational or trade training. This information can be observed in the Sydney Secondary College Blackwattle Bay Campus Annual School Report available on their website https://sscbwattle–h.schools.nsw.gov.au/

Workforce information

Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	3
Head Teacher(s)	11
Classroom Teacher(s)	41.66
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	15.96
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Professional learning is offered at both Campus and College level. The College School Development Day in Term 3

involved over 200 teachers who participated in a conference focusing on teaching practice and learning styles. This was organised by the Sydney Secondary College, College Office. This was linked to the School Plan strategic directions and identified staff professional learning areas of focus. The organisation also included gauging professional learning needs through a survey sent to all staff across the College. Feedback collected after the event demonstrated a high level of engagement and support for this event.

- In 2019 the teachers at the Balmain Campus participated in more than 856.06 hours of Professional Learning.
- In 2019 the teachers at the Leichhardt Campus participated in more than 808.58 hours of Professional Learning.
- In 2019 the teachers at the Blackwattle Bay Senior Campus participated in more than 1348.39 hours of Professional Learning.

There has been a focus on faculty collaboration and capacity building through professional readings and specifically, practice relating to Aboriginal Education, accreditation, the meaningful use of technology in the classroom and assessment. External presenters shared their knowledge and expertise on the topics of staff wellbeing, the changing landscape of tertiary education and the workforce and a review of the education system from a global expert. Teachers worked collaboratively to implement the information learned from these sessions as well as professional readings. Faculties worked on the development of new programs and tasks in line with the new NESA syllabus documents and requirements.

Teachers continue with their accreditation process at a variety of stages, including proficient, maintenance, highly accomplished and lead teachers. This was assisted by campus specific Head Teacher, Teaching and Learning, College Head Teacher, Teaching and Learning and a teacher mentor for beginning teachers.

Support for early career teachers, particularly those requiring assistance with accreditation, ran across all three campuses. This support provided opportunity for early career teachers to manage their accreditation process as well as collaborate with more experienced teachers for the purposes of observation, goal setting assistance and mentoring support.

Workforce Composition Note:

Sydney Secondary College office staffing is included in the Sydney Secondary College Balmain Campus workforce composition. College staff who work across three campuses, Balmain, Leichhardt and Blackwattle Bay include the College Principal, College Deputy Principal, College Head Teacher Teaching and Learning and College Administration Teacher.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	1,187,623
Revenue	10,720,093
Appropriation	9,994,090
Sale of Goods and Services	47,420
Grants and contributions	633,669
Investment income	9,296
Other revenue	35,619
Expenses	-10,333,745
Employee related	-9,327,610
Operating expenses	-1,006,136
Surplus / deficit for the year	386,348

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Sydney Secondary College Balmain Campus follows rigorous financial practices and governance structures which meet Departmental and legislative requirements in administering funds across the school throughout 2019. The Principal plans and implements an annual school budget that:

- Plans to maximise the operation of the school within available physical and financial resources
- Ensures appropriate application of existing resources to identified areas of need including school buildings and grounds
- Identifies and addresses occupational health and safety issues
- Maintains appropriate records in accordance with Audit requirements.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	1,343,958
Equity Total	409,814
Equity - Aboriginal	18,219
Equity - Socio-economic	28,453
Equity - Language	183,483
Equity - Disability	179,659
Base Total	7,086,666
Base - Per Capita	183,304
Base - Location	0
Base - Other	6,903,362
Other Total	880,896
Grand Total	9,721,333

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Throughout 2019, substantial funds were expended in equity funding. Specifically, the school supported our students and their families through subsidising and providing resources in the key areas of: Aboriginal Education, Socio Economic Disadvantage, English as Another/Additional Language, and Disability Provisions. These funds were mapped against the School Plan and are represented in the 2019 School Plan Monitoring Document. Governance of this expenditure included the School Planning Committee and regular finance meetings. This utilisation of funds will continue into 2020. Additional funds available will be used to upgrade learning environments.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs

Percentage in bands:
Year 7 Grammar & Punctuation
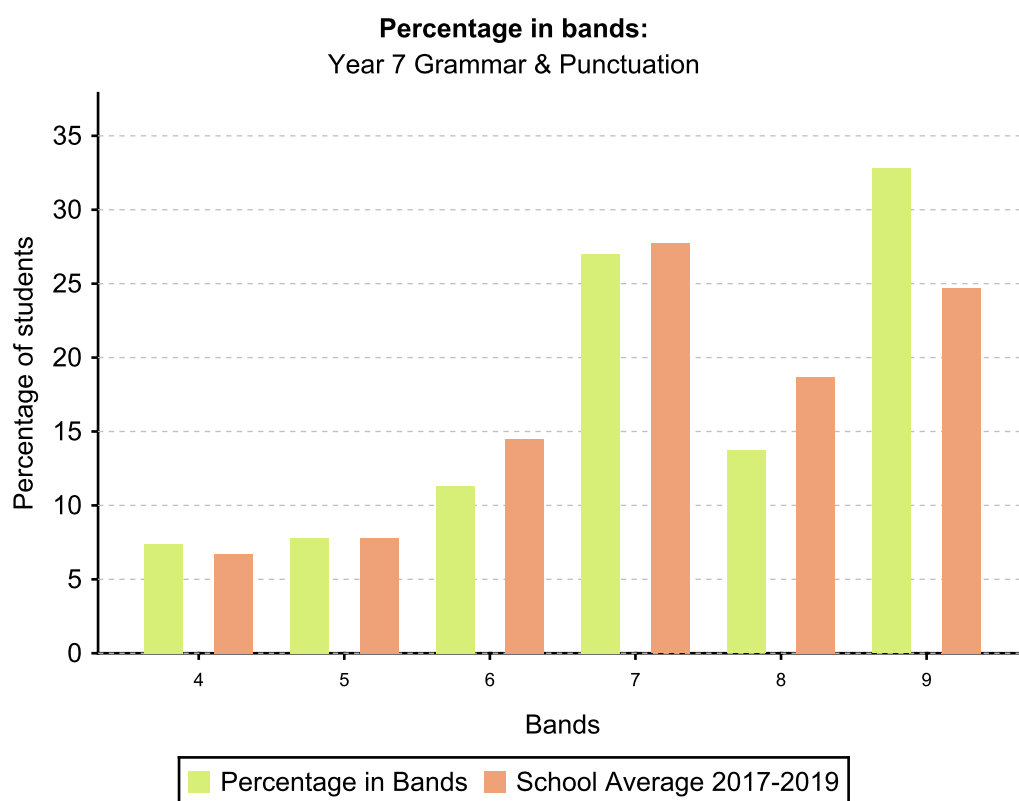
Band	4	5	6	7	8	9
Percentage of students	7.4	7.8	11.3	27.0	13.7	32.8
School avg 2017-2019	6.7	7.8	14.5	27.7	18.7	24.7

Percentage in bands:
Year 7 Reading
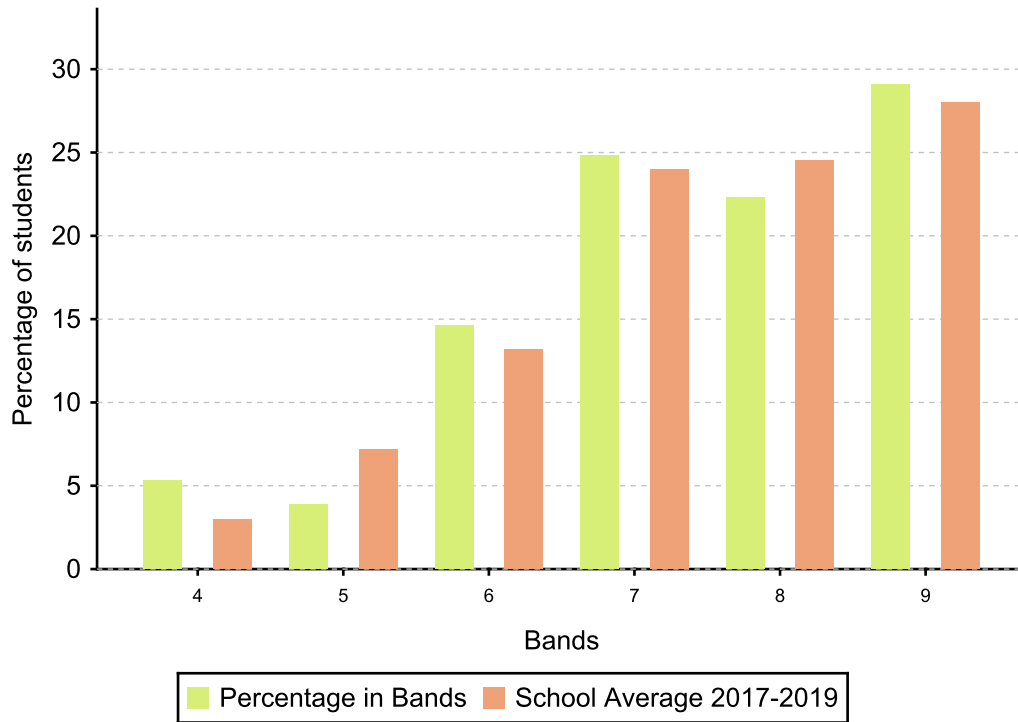
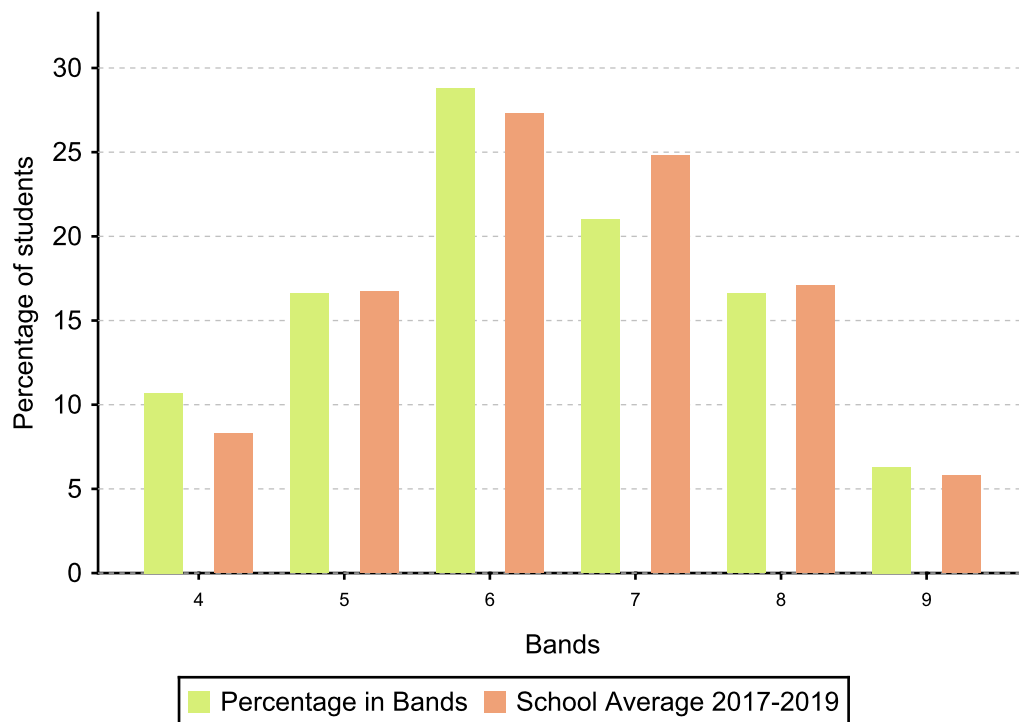| Band	4	5	6	7	8	9
Percentage of students	5.3	3.9	14.6	24.8	22.3	29.1
School avg 2017-2019	3	7.2	13.2	24	24.5	28

Percentage in bands:
Year 7 Spelling
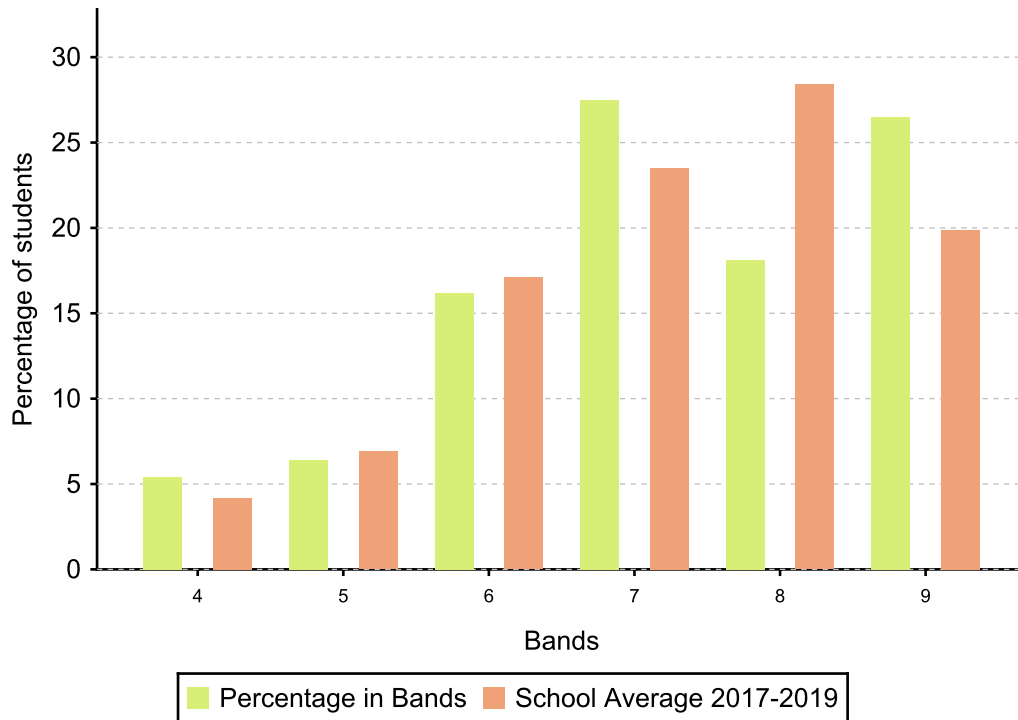
Band	4	5	6	7	8	9
Percentage of students	5.4	6.4	16.2	27.5	18.1	26.5
School avg 2017-2019	4.2	6.9	17.1	23.5	28.4	19.9

Percentage in bands:
Year 7 Writing

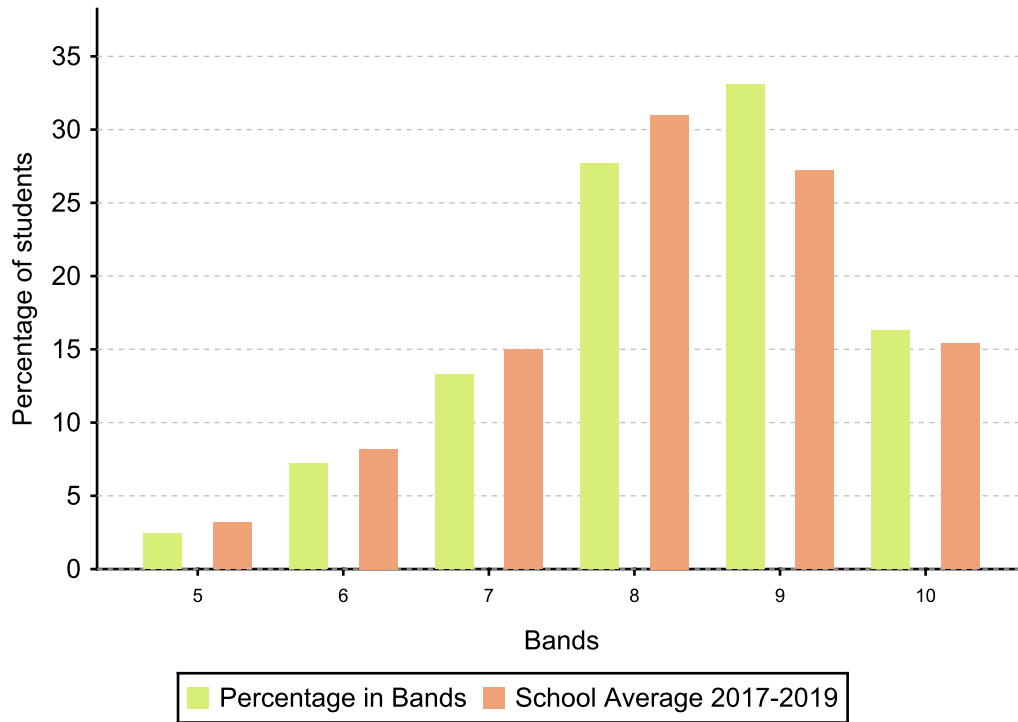| Band	4	5	6	7	8	9
Percentage of students	10.7	16.6	28.8	21.0	16.6	6.3
School avg 2017-2019	8.3	16.7	27.3	24.8	17.1	5.8

Percentage in bands:
Year 9 Grammar & Punctuation
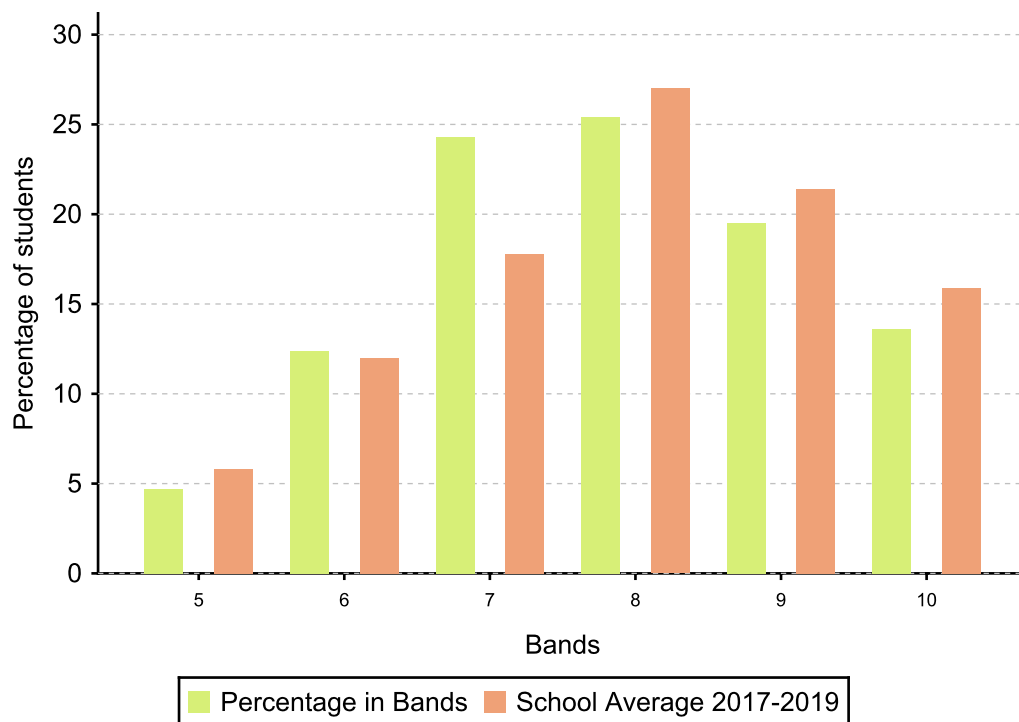
Band	5	6	7	8	9	10
Percentage of students	4.7	12.4	24.3	25.4	19.5	13.6
School avg 2017-2019	5.8	12	17.8	27	21.4	15.9

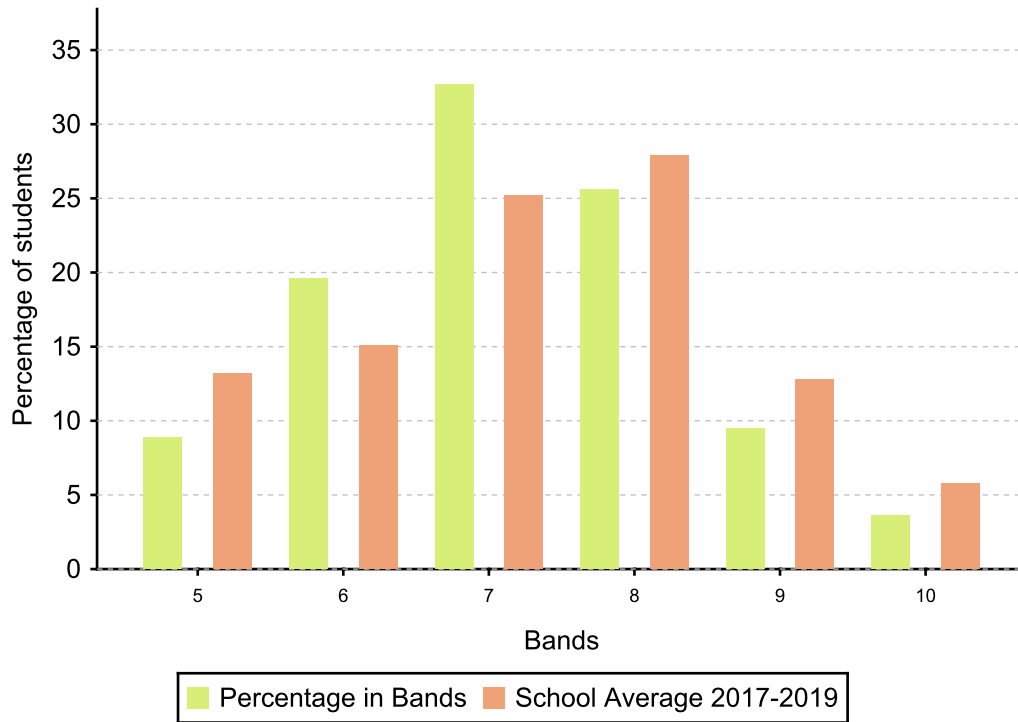## Percentage in bands:
Year 9 Reading

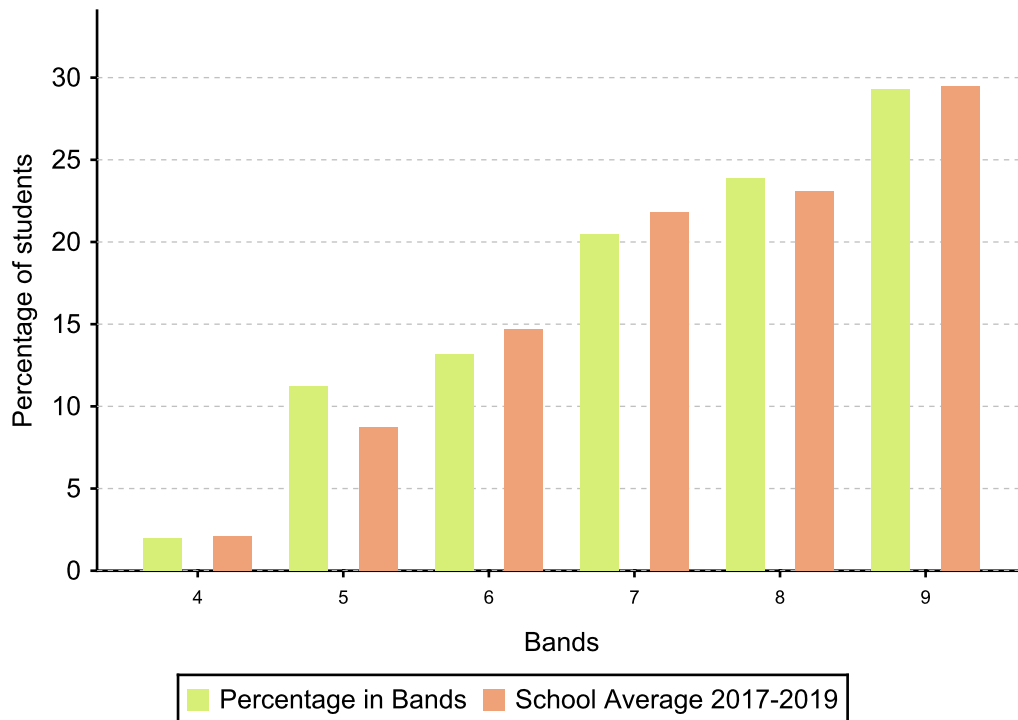| Band	5	6	7	8	9	10
Percentage of students	2.4	7.2	13.3	27.7	33.1	16.3
School avg 2017-2019	3.2	8.2	15	31	27.2	15.4

Percentage in bands:
Year 9 Spelling
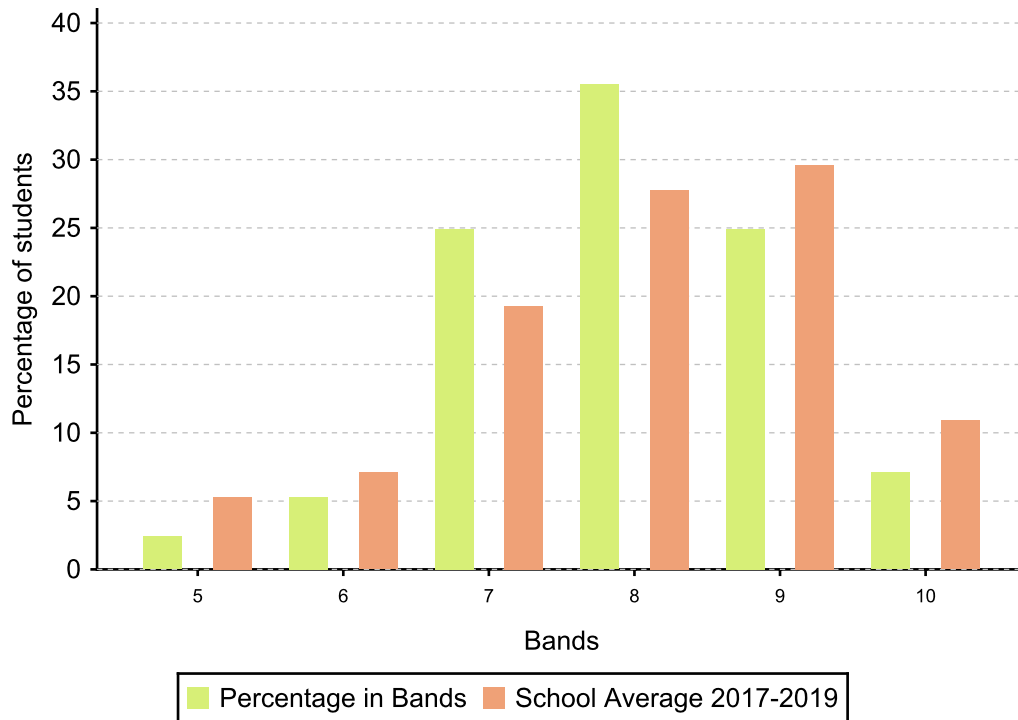
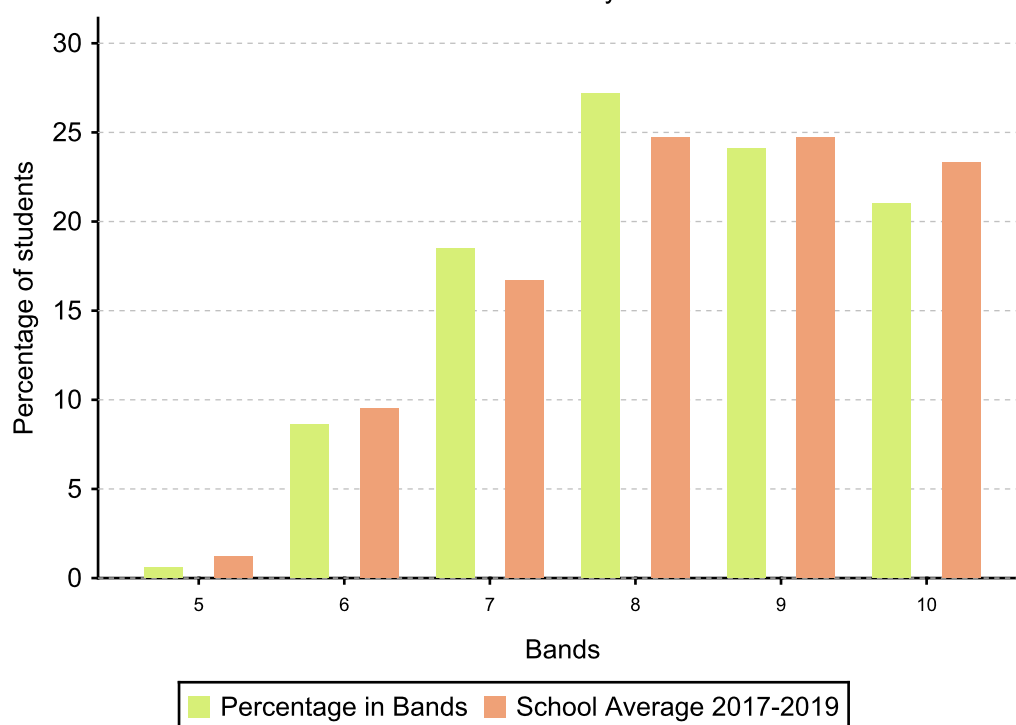| Band	5	6	7	8	9	10
Percentage of students	2.4	5.3	24.9	35.5	24.9	7.1
School avg 2017-2019	5.3	7.1	19.3	27.8	29.6	10.9

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Percentage in bands:
Year 9 Writing

Band	5	6	7	8	9	10
Percentage of students	8.9	19.6	32.7	25.6	9.5	3.6
School avg 2017-2019	13.2	15.1	25.2	27.9	12.8	5.8

Percentage in bands:
Year 7 Numeracy

Band	4	5	6	7	8	9
Percentage of students	2.0	11.2	13.2	20.5	23.9	29.3
School avg 2017-2019	2.1	8.7	14.7	21.8	23.1	29.5

Percentage in bands:
Year 9 Numeracy

Band	5	6	7	8	9	10
Percentage of students	0.6	8.6	18.5	27.2	24.1	21.0
School avg 2017-2019	1.2	9.5	16.7	24.7	24.7	23.3

Students in Year 7 performed particularly well in the area of Reading and Grammar and Punctuation. 51.4% of Year 7 students achieved in the top two bands for Reading, which was substantially higher than both the Statistically Similar Group (SSG) schools (44.4%) and State (35.9%). Similarly, 46.5% of Year 7 students achieved in the top two bands for Grammar and Punctuation, which was slightly higher than SSG (45.6%) and substantially higher than the State (27.3%). 44.6% of Year 7 students achieved in the top two bands for Spelling, which was higher than the State (30.6%), but slightly lower than SSG (47.4%). 22.9% of Year 7 students achieved in the top two bands for Writing, which was higher than the State (15.6%), but lower than SSG (26.6%). Writing is identified as an area for improvement for Year 8 in 2020.

Reading and Grammar and Punctuation were identified as strengths for Year 9. 49.4% of Year 9 students achieved in the top two bands for Reading, which was substantially higher than both the SSG (38%) and State (22.1%). Similarly, 33.1% of Year 9 students achieved in the top two bands for Grammar and Punctuation, which was substantially higher than the State (19.4%), and also higher than SSG (32.2%). 32% of Year 9 students achieved in the top two bands for Spelling, which was substantially higher than the State (23.1%) but slightly lower than the SSG (36.2%). 13.1% of Year 9 students achieved in the top two bands for Writing, which was higher than the State (11.2%), but lower than SSG (18.9%). Writing is identified as an area for improvement for Year 10 in 2020.

Numeracy was identified as an area of strength for Year 7. 53.2% of Year 7 students achieved in the top two bands in Numeracy, which was higher than SSG (51.3%) and substantially higher than the State (29.6%).

Numeracy was also identified as an area of strength for Year 9. 45.1% of students in Year 9 achieved in the top two bands in Numeracy which was slightly higher than SSG (44.4%) and substantially higher than the State (24.5%).

Parent/caregiver, student, teacher satisfaction

With Sydney Secondary College's campus specific 2018–2020 School Plans being implemented, 2019 saw the strengthening of innovative teaching and learning practices as well as a continued focus on wellbeing across the college. The College Management Group (CMG), the College Organisational Group and the College Student Wellbeing Action Team met fortnightly to organise college events and review and follow up current areas of focus and input from our community. This feedback has continued to guide college priorities and future directions.

Information provided below indicates the data sources utilised and how satisfaction has been demonstrated by our stakeholders:

- Faculty reviews: In 2019, Faculty Reviews of the English and HSIE Key Learning Areas were conducted. These reviews focused on the quality of course delivery and student engagement. Online questionnaires were sent to parents, students and staff and interviews were also conducted with students and staff. The data collected from these reviews indicated that the large majority of students felt known, valued and cared for by their teachers and parents also responded positively towards their respect for each of the faculties.
- Year 10 exit interviews: Exiting Year 10 students reported that technology has been utilised effectively in learning at both Leichhardt and Balmain campuses. Students stated that discussions and creative tasks increased their engagement in teaching and learning activities and overall felt challenged and catered for as learners at Sydney Secondary College. The majority of students identified that individual staff consistently provided support and that Sydney Secondary College provided a safe and inclusive environment to learn. The large majority of students from the Balmain and Leichhardt campuses continued on to the Blackwattle Bay campus for their senior schooling. Of the small number who continued their stage 6 schooling elsewhere, most took up positions at fully selective high schools or moved to be closer to their new place of residence, away from the local area.
- Parent wellbeing survey: The parent wellbeing information evening survey, identified that parents were satisfied with the overall content and information provided at the event. Their appreciation of the whole school wellbeing team and year advisors attending the event was noted. Wellbeing surveys across all campuses revealed a strong sense of parent and student connection to the school and confidence in the College's management and regard for prioritising student wellbeing.
- College Student Representative Council meetings facilitated strong discussion about social justice, reducing the environmental footprint, and empowering students to become leaders in their communities to drive change. The Sydney Secondary College Students Representative Council met at The Benevolent Society, Glebe to collaborate on the best ways to promote student voice and support for students. Students provided feedback to the college team and their campus.

Sydney Secondary College Balmain Campus also undertook consultation with our community with regard to student assessment. The creation of the Middle Schooling Model in 2018 uncovered the need to review the school's assessment policies and procedures in 2019. This review included extensive consultation through surveys, focus groups and professional development across our school community. It was constructed as a collaboration between the executive and the learning innovations team. Feedback is being incorporated into the ongoing review of assessment and reporting in 2020. Feedback included:

- Parents Focus Groups: Two parent focus groups were conducted during Term 3 2019 to ascertain parent opinion on past, current and future assessment practices. Parents highlighted the following areas for consideration in reviewing assessment: Inclusion of future focused learning skills, better scheduling, spacing and sequencing of assessment tasks, better communication via digital learning tools/Assessment Booklets/Sentral notifications, differentiation of tasks to meet the needs of all students including High Potential Students and developing students ability to self assess.
- Student Focus Groups: Three student focus groups were conducted in Terms 2 and 3 2019 to capture a range of student voices across the school community. Students highlighted the following areas for consideration in reviewing assessment: More student involvement in the design of tasks and consideration in the type of tasks, more authentic learning tasks to increase engagement, training and development of staff to improve teacher quality, less tasks, better scheduling, spacing and sequencing, manageable tasks, and more project based learning tasks.
- Staff Focus group and Scenario Interpretation: Staff took part in a number of training and development opportunities and consultation meetings including; Senior executive conference, staff development day focused on growth mindset, staff meetings dedicated to assessment types – formative and summative assessment, and consultative meetings concerning the past, present and future of assessment. Teachers highlighted the following areas for consideration in reviewing assessment: Number of tasks, types of tasks, incorporation of future focused learning skills, more authentic learning activities, further incorporation of peer and self assessment, improved means of feedback, formative assessment as ongoing, summative assessment and student voice and choice as a means to engage students.

Across the college and within each campus, feedback is also gathered from parents/caregivers, students and teachers through:

- Ongoing meetings with parents throughout the year at each campus and parent consultation groups have ensured open communication lines with our wider school community.

- Parents value effective communication systems that cater for changing needs. Sydney Secondary College continues to accommodate different parent/caregiver preferences through the use of a variety of communication platforms including revamped school websites, Sentral, Twitter, Facebook, Edmodo, Google Classroom and school newsletters.
- Parents and caregivers at Sydney Secondary College are proactive and willing to engage with and contribute to school life and programs. Each campus has a strong Parents and Citizens Association.
- The College Instrumental Music program has strong parental support and maintains student enrolments of over 250 students. The IMP Parental Advisory Group provides ongoing feedback and opportunities for consultation throughout the year.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Sydney Secondary College has an Aboriginal Education Team at each campus which meets regularly. Representatives meet with the College Principal each term to ensure the continuity of College programs. The coordinators of these teams also engage in regular contact to develop cross–campus initiatives. In 2019, the College Aboriginal Education Team continued to coordinate and further strengthen transition and wellbeing activities for our Aboriginal and Torres Strait Islander students across all three campuses. The junior campuses were involved in activities with partner primary schools that sought to strengthen community links. The College also continued to participate in the Glebe Connected initiative.

Across our College, greater parental involvement occurred in the preparation of students' Personalised Learning Pathways, attendance at cultural events and celebrations. Mentors across all three campuses, in conjunction with the Aboriginal Education Officer (AEO) and College parents, work with students to develop Personalised Learning Pathways that identify the areas in which learners need additional support. Sydney Secondary College continues to demonstrate commitment to Aboriginal and Torres Strait Islander education through a variety of programs across the three campuses, including Young Mob, homework clubs, Pride Nights and welcome evenings and transition events for Aboriginal and Torres Strait Islander students.

The Glebe Pathways Project continued to engage students through project based learning programs whilst based at Glebe Youth Service. Glebe Pathways students participated in a number of learning and mentoring activities, including opportunities for work placements at the Sydney Opera House and Microsoft, and participation in programs at the Museum of Contemporary Art.

The 2020 Deadly Awards saw Sydney Secondary College students Leila Merrington and Lily Websdale–Sullivan (Balmain Campus), Gabriel Raad (Leichhardt Campus), Isaiah Ahmat (Blackwattle Bay Campus) awarded with Deadly Kids Doing Well Awards. Lachlan Barker Kennedy (Blackwattle Bay Campus) co–chaired the ceremony.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

The acceptance of cultural diversity is an essential part of the teaching and learning programs at all three campuses. In 2019, each campus had high numbers of students from English as an Additional Language/Dialect (EAL/D) background with multiculturalism embedded as a significant part of the fabric uniting our college.

In 2019, the EAL/D teaching allocation was:
- Balmain Campus – 1.4 teachers
- Leichhardt Campus – 0.4 teachers
- Blackwattle Bay Campus – 0.8 teachers

The teachers support our students from diverse language backgrounds. In 2019, our EAL/D student composition was:
- Balmain Campus: In 2019 there were 190 EAL/D students enrolled.
- Leichhardt Campus: In 2019 there were 136 EAL/D students enrolled.
- Blackwattle Bay Campus: In 2019 there were 316 EAL/D students enrolled.

These students had a range of proficiencies relating to the English language (including beginning, emerging, developing, consolidating and proficient). Throughout the year, EAL/D support was given to students (with priority given to beginning, emerging and developing). When first meeting the students, EAL/D plans were created with specific English language goals to achieve by the end of the academic year. Support came in the form of in class assistance, team teaching, small group sessions and one–to–one assessment support. The EAL/D teacher consulted with classroom teachers to ensure assessment tasks and classwork were modified to meet the various needs of EAL/D students**.**

In 2019, the senior executive of Sydney Secondary College Balmain undertook a review of the anti–racism policy and strategies implemented at the school. Following this review, the School Anti–Racism Contact Officer communicated about the role more broadly. While students had been provided with information about the role, this information was required to be provided to parents and our community. This was undertaken in consultation with parental input. School programs to promote diversity actively promote understanding and celebration of our community.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Teaching programs at all three campuses ensure that multicultural education is explicitly taught so that all students are well equipped for life in Australian society. Each campus has an Anti–Racism officer. A Diversity Day was held for Year 11–12 students during Term 1 at Blackwattle Bay Campus and Harmony Day assemblies celebrated the diversity of teachers, students and the wider community at both the Balmain and Leichhardt campuses.